

## Year 1 and Year 2

### History

National Curriculum	Chris Quigley	Y1	Y2
<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Y1/Y2</li> <li>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Y1/Y2</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Y1/Y2</li> <li>• Significant historical events, people and places in their own locality. Y2</li> </ul>	<p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past. Y1/Y2</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago? Y1/Y2</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past. Y1/Y2</li> <li>• Identify some of the different ways the past has been represented.</li> </ul> <p><u>Build an overview of world history</u></p> <ul style="list-style-type: none"> <li>• Describe historical events. Y1/Y2</li> <li>• Describe significant people from the past. Y1/Y2</li> </ul> <p><u>Understand chronology</u></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line. Y1/Y2</li> <li>• Label time lines with words or phrases such as: past, present, older and newer. Y1/Y2</li> <li>• Recount changes that have occurred in their own lives. Y1/Y2</li> <li>• Use dates where appropriate. Y2</li> </ul> <p><u>Communicate historically</u></p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to</li> </ul>	<p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the past using objects, evidence, artefacts, pictures, stories, online sources and databases to find out about the past. Y1/Y2</li> <li>• Recognise that some objects belonged to the past. Y1</li> </ul> <p><u>Build an overview of world history</u></p> <ul style="list-style-type: none"> <li>• Describe historical events. Y1/Y2</li> <li>• Describe significant people from the past. Y1/Y2</li> </ul> <p><u>Understand chronology</u></p> <ul style="list-style-type: none"> <li>• Label time lines with words or phrases such as: older and newer. Y1</li> <li>• Spot old and new things in a picture.</li> <li>• Explain what an object from the past might have been used for.</li> <li>• Recount changes that have occurred in their own lives. Y1</li> </ul> <p><u>Communicate historically</u></p> <ul style="list-style-type: none"> <li>• Use words and phrases like: old, new and a long time ago to describe the passing of time. Y1</li> </ul>	<p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the past using objects, evidence, artefacts, pictures, stories, online sources and databases to find out about the past. Y1/Y2</li> </ul> <p><u>Build an overview of world history</u></p> <ul style="list-style-type: none"> <li>• Describe historical events. Y1/Y2</li> <li>• Describe significant people from the past. Y1/Y2</li> <li>• Describe significant people and events from their own locality. Y2</li> </ul> <p><u>Understand chronology</u></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line. Y2</li> <li>• Use dates where appropriate. Y2</li> <li>• Give examples of things that were different when children's grandparents were children. Y2</li> </ul> <p><u>Communicate historically</u></p> <ul style="list-style-type: none"> <li>• Use words and phrases like: before, after, past, present, then, now, years, decades and centuries to describe the passing of time. Y2</li> </ul>

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	describe the passing of time. Y1/Y2		
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## Year 1 and Year 2

### Geography

National Curriculum	Chris Quigley	Y1	Y2
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans. Y2</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Y1</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Y1/Y2</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Y1/Y2</li> <li>Use basic geographical vocabulary to refer to:</li> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Y2</li> </ul>	<p><u>Investigate places</u></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Y1/Y2</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Y2</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Y1/Y2</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Y2</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features. Y2</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Y1</li> <li>Name and locate the world's continents and oceans. Y2</li> </ul> <p><u>Investigate patterns</u></p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>Name and locate the capital cities of England, Wales, Scotland and Ireland. Y1</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through of a small area of the United Kingdom and of a contrasting non-European country. Y1</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Keep a weather chart and answer questions about the weather. Y1</li> <li>Explain how the weather changes throughout the year and name the seasons. Y1</li> <li>Explain some of the main things that are in hot and cold places. Y1</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Y1/Y2</li> <li>Use simple and locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map. Y1</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Y1/Y2</li> </ul>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>Name and locate the world's continents and oceans. Y2</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Y1</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Y2</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Compare the weather in the United Kingdom and the location of hot and cold areas of the world. Y2</li> <li>Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. Y2</li> <li>Explain the facilities that a village, town and city may need and give reasons. Y2</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well</li> </ul>

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<ul style="list-style-type: none"><li>• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Y2</li></ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"><li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Y1/Y2</li><li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Y1/Y2</li><li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Y1/Y2</li><li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Y2</li></ul>	<ul style="list-style-type: none"><li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Y1/Y2</li><li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Y1/Y2</li><li>• Identify land use around the school. Y2</li></ul> <p><u>Communicate geographically</u></p> <ul style="list-style-type: none"><li>• Use basic geographical vocabulary to refer to:</li><li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li><li>• key human features, including: city, town, village, factory, farm, house, office and shop. Y2</li><li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Y1/Y2</li><li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Y1/Y2</li></ul>		<p>as the countries, continents and oceans studied at this key stage. Y1/Y2</p> <ul style="list-style-type: none"><li>• Use simple compass directions to describe the location of features and routes on a map. Y2</li><li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Y2</li><li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Y1/Y2</li><li>• Identify land use around the school and the key human and physical features. Y2</li></ul>
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## Year 1 and Year 2

### Art

National Curriculum	Chris Quigley	Y1	Y2
<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products. Y1/Y2</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Y1/Y2</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Y1/Y2</li> <li>• Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Y1/Y2</li> </ul>	<p><u>Develop ideas</u></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points. Y1</li> <li>• Explore ideas and collect visual information. Y2</li> <li>• Explore different methods and materials as ideas develop. Y2</li> </ul> <p><u>Master techniques - Painting</u></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes. Y2</li> <li>• Mix primary colours to make secondary. Y2</li> <li>• Add white to colours to make tints and black to colours to make tones. Y2</li> <li>• Create colour wheels. Y1</li> </ul> <p><u>Master techniques - Collage</u></p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued. Y1/Y2</li> <li>• Sort and arrange materials. Y1/Y2</li> <li>• Mix materials to create texture. Y2</li> </ul> <p><u>Master techniques - Sculpture</u></p> <ul style="list-style-type: none"> <li>• Use a combination of shapes. Y1</li> <li>• Include lines and texture. Y1/Y2</li> <li>• Use rolled up paper, straws, paper, card and clay as materials. Y1/Y2</li> </ul>	<p><u>Develop ideas</u></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points. Y1</li> </ul> <p><u>Master techniques - Painting</u></p> <ul style="list-style-type: none"> <li>• Name the primary and secondary colours. Y1</li> <li>• Create colour wheels. Y1</li> <li>• Add white to colours to make tints and black to colours to make tones. Y1/Y2</li> </ul> <p><u>Master techniques – Collage</u></p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued. Y1/Y2</li> <li>• Sort and arrange materials. Y1/Y2</li> </ul> <p><u>Master techniques - Sculpture</u></p> <ul style="list-style-type: none"> <li>• Use a combination of shapes. Y1</li> <li>• Include lines and texture. Y1/Y2</li> <li>• Use rolled up paper, straws, paper, card and clay as materials. Y1/Y2</li> <li>• Use techniques such as rolling, cutting, moulding and carving. Y1/Y2</li> </ul> <p><u>Master techniques – Drawing</u></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness. Y1</li> <li>• Colour (own work) neatly following the lines. Y1/Y2</li> <li>• Show pattern and texture by adding dots and lines. Y1/Y2</li> </ul> <p><u>Master techniques – Printing</u></p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes. Y1</li> </ul>	<p><u>Develop ideas</u></p> <ul style="list-style-type: none"> <li>• Explore ideas and collect visual information. Y2</li> <li>• Explore different methods and materials as ideas develop. Y2</li> </ul> <p><u>Master techniques - Painting</u></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes. Y2</li> <li>• Mix primary colours to make secondary. Y2</li> <li>• Add white to colours to make tints and black to colours to make tones. Y1/Y2</li> </ul> <p><u>Master techniques – Collage</u></p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued. Y1/Y2</li> <li>• Sort and arrange materials. Y1/Y2</li> <li>• Mix materials to create texture. Y2</li> </ul> <p><u>Master techniques - Sculpture</u></p> <ul style="list-style-type: none"> <li>• Include lines and texture. Y1/Y2</li> <li>• Use rolled up paper, straws, paper, card and clay as materials. Y1/Y2</li> <li>• Use techniques such as rolling, cutting, moulding and carving. Y1/Y2</li> </ul> <p><u>Master techniques – Drawing</u></p> <ul style="list-style-type: none"> <li>• Colour (own work) neatly following the lines. Y1/Y2</li> <li>• Show pattern and texture by adding dots and lines. Y1/Y2</li> <li>• Show different tones by using coloured pencils. Y2</li> </ul> <p><u>Master techniques – Printing</u></p>

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	<ul style="list-style-type: none"><li>• Use techniques such as rolling, cutting, moulding and carving. Y1/Y2</li></ul> <p><u>Master techniques – Drawing</u></p> <ul style="list-style-type: none"><li>• Draw lines of different sizes and thickness. Y1</li><li>• Colour (own work) neatly following the lines. Y1/Y2</li><li>• Show pattern and texture by adding dots and lines. Y1/Y2</li><li>• Show different tones by using coloured pencils. Y2</li></ul> <p><u>Master techniques – Printing</u></p> <ul style="list-style-type: none"><li>• Use repeating or overlapping shapes. Y1</li><li>• Mimic print from the environment (e.g. wallpapers). Y1/2</li><li>• Use objects to create prints (e.g. fruit, vegetables or sponges). Y1/2</li><li>• Press, roll, rub and stamp to make prints. Y2</li></ul> <p><u>Take inspiration from the greats</u></p> <ul style="list-style-type: none"><li>• Describe the work of notable artists, artisans and designers. Y2</li><li>• Use some of the ideas of artists studied to create pieces. Y1/2</li></ul>	<ul style="list-style-type: none"><li>• Mimic print from the environment (e.g. wallpapers). Y1/2</li><li>• Use objects to create prints (e.g. fruit, vegetables or sponges). Y1/2</li><li>• Press, roll, rub and stamp to make prints. Y2</li></ul> <p><u>Take inspiration from the greats</u></p> <ul style="list-style-type: none"><li>• Use some of the ideas of artists studied to create pieces. Y1/2</li></ul>	<ul style="list-style-type: none"><li>• Mimic print from the environment (e.g. wallpapers). Y1/2</li><li>• Use objects to create prints (e.g. fruit, vegetables or sponges). Y1/2</li><li>• Press, roll, rub and stamp to make prints. Y2</li></ul> <p><u>Take inspiration from the greats</u></p> <ul style="list-style-type: none"><li>• Use some of the ideas of artists studied to create pieces. Y1/2</li><li>• Describe the work of notable artists, artisans and designers. Y2</li><li>• Suggest how artists have used colour, pattern and shape. Y2</li></ul>
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**Design and Technology**

National Curriculum	Chris Quigley	Y1	Y2
<p><u>Design</u></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Y1/Y2</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Y1/Y2</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Y1/Y2</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Y1/Y2</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products Y1/Y2</li> <li>Evaluate their ideas and products against design criteria Y2</li> </ul>	<p><u>Design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> <li>Design products that have a clear purpose and an intended user. Y1/Y2</li> <li>Make products, refining the design as work progresses. Y1/Y2</li> </ul> <p><u>Master practical skills – Food</u></p> <ul style="list-style-type: none"> <li>Cut, peel or grate ingredients safely and hygienically. Y1/Y2</li> <li>Measure or weigh using measuring cups or electronic scales. Y1/Y2</li> <li>Assemble or cook ingredients. Y1/Y2</li> </ul> <p><u>Master practical skills – Materials</u></p> <ul style="list-style-type: none"> <li>Cut materials safely using tools provided. Y1/Y2</li> <li>Measure and mark out to the nearest centimetre. Y2</li> <li>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Y1/Y2</li> <li>Demonstrate a range of joining techniques (such as gluing, stitching, screwing, hinges). Y1/Y2</li> <li>Use materials strengthen products. Y2</li> </ul>	<p><u>Design, make and evaluate</u></p> <ul style="list-style-type: none"> <li>Make a simple plan before making. Y1</li> <li>Use my own ideas to make something. Y1</li> </ul> <p><u>Master practical skills – Food</u></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes. Y1/Y2</li> <li>Cut, peel or grate ingredients safely and hygienically. Y1/Y2</li> <li>Measure or weigh using measuring cups or electronic scales. Y1/Y2</li> <li>Assemble or cook ingredients. Y1/Y2</li> </ul> <p><u>Master practical skills – Materials</u></p> <ul style="list-style-type: none"> <li>Cut materials safely using tools provided. Y1/Y2</li> <li>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Y1/Y2</li> <li>Demonstrate a range of joining techniques (such as gluing, stitching, screwing, hinges). Y1/Y2</li> </ul> <p><u>Master practical skills – Mechanics</u></p> <ul style="list-style-type: none"> <li>Describe how something works. Y1</li> <li>Make a product which moves. Y1</li> </ul> <p><u>Take inspiration from design throughout history</u></p> <ul style="list-style-type: none"> <li>Look at how existing products work. Y1</li> </ul>	<p><u>Design, make and evaluate</u></p> <ul style="list-style-type: none"> <li>Design products that have a clear purpose and an intended user. Y2</li> <li>Make products, refining the design as work progresses. Y1/Y2</li> <li>Choose tools and materials and explain why I have chosen them. Y2</li> <li>Explain what went well with my work. Y2</li> </ul> <p><u>Master practical skills – Food</u></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes. Y1/Y2</li> <li>Cut, peel or grate ingredients safely and hygienically. Y1/Y2</li> <li>Measure or weigh using measuring cups or electronic scales. Y1/Y2</li> <li>Assemble or cook ingredients. Y1/Y2</li> <li>Understand where food comes from. Y2</li> <li>Describe the ingredients I am using. Y2</li> </ul> <p><u>Master practical skills – Materials</u></p> <ul style="list-style-type: none"> <li>Cut materials safely using tools provided. Y1/Y2</li> <li>Measure and mark out to the nearest centimetre. Y2</li> <li>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Y1/Y2</li> </ul>

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<p><u>Technical knowledge</u></p> <ul style="list-style-type: none"><li>• Build structures, exploring how they can be made stronger, stiffer and more stable Y2</li><li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Y1/Y2</li></ul> <p><u>Food</u></p> <ul style="list-style-type: none"><li>• Use the basic principles of a healthy and varied diet to prepare dishes. Y1/Y2</li><li>• Understand where food comes from. Y2</li></ul>	<ul style="list-style-type: none"><li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). Y2</li></ul> <p><u>Master practical skills – Mechanics</u></p> <ul style="list-style-type: none"><li>• Create products using levers, wheels and winding mechanisms. Y1/Y2</li></ul> <p><u>Take inspiration from design throughout history</u></p> <ul style="list-style-type: none"><li>• Explore objects and designs to identify likes and dislikes of the designs. Y1/Y2</li><li>• Suggest improvements to existing designs. Y2</li><li>• Explore how products have been created. Y2</li></ul>		<ul style="list-style-type: none"><li>• Demonstrate a range of joining techniques (such as gluing, stitching, screwing, hinges). Y1/Y2</li><li>• Use materials strengthen products. Y2</li><li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). Y2</li></ul> <p><u>Master practical skills – Mechanics</u></p> <ul style="list-style-type: none"><li>• Create products using levers, wheels and winding mechanisms. Y2</li></ul> <p><u>Take inspiration from design throughout history</u></p> <ul style="list-style-type: none"><li>• Explore objects and designs to identify likes and dislikes of the designs. Y2</li><li>• Suggest improvements to existing designs. Y2</li><li>• Explore how products have been created. Y2</li></ul>
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**Music**

National Curriculum	Chris Quigley	Y1	Y2
<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Y1/Y2</li> <li>• Play tuned and untuned instruments musically. Y1/Y2</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music. Y1/Y2</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music. Y1/Y2</li> </ul>	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody. Y2</li> <li>• Follow instructions on how and when to sing or play an instrument. Y1/Y2</li> <li>• Make and control long and short sounds, using voice and instruments. Y1</li> <li>• Imitate changes in pitch. Y2</li> </ul> <p><u>Compose</u></p> <ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds. Y1</li> <li>• Clap rhythms. Y1</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low). Y2</li> <li>• Choose sounds to create an effect. Y1/Y2</li> <li>• Sequence sounds to create an overall effect. Y1</li> <li>• Create short, musical patterns. Y1</li> <li>• Create short, rhythmic phrases. Y2</li> </ul> <p><u>Transcribe music</u></p> <ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance. Y2</li> </ul> <p><u>Describe music</u></p>	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>• Use my voice to speak, sing and chant. Y1</li> <li>• Make different sounds with my voice and with instruments. Y1</li> <li>• Use instruments to perform. Y1/Y2</li> <li>• Follow instructions about when to play and sing. Y1/Y2</li> </ul> <p><u>Compose</u></p> <ul style="list-style-type: none"> <li>• Clap short rhythmic patterns. Y1</li> <li>• Create a sequence of long and short sounds. Y1</li> <li>• Make a sequence of sounds. Y1</li> <li>• Respond to different moods in music. Y1</li> <li>• Choose sounds to represent different things. Y1</li> <li>• Create short, musical patterns. Y1</li> </ul> <p><u>Describe music</u></p> <ul style="list-style-type: none"> <li>• Identify the beat of a tune. Y1/Y2</li> <li>• Say whether I like or dislike a piece of music. Y1</li> </ul>	<p><u>Perform</u></p> <ul style="list-style-type: none"> <li>• Sing and follow a melody. Y2</li> <li>• Perform simple patterns and accompaniments keeping a steady pulse. Y2</li> <li>• Imitate changes in pitch. Y2</li> <li>• Use instruments to perform. Y1/Y2</li> <li>• Follow instructions about when to play and sing. Y1/Y2</li> </ul> <p><u>Compose</u></p> <ul style="list-style-type: none"> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low). Y2</li> <li>• Play simple rhythmic patterns on an instrument. Y2</li> <li>• Sing or clap increasing and decreasing tempo. Y2</li> <li>• Order sounds to create a beginning, middle and an end. Y2</li> <li>• Create music in response to different starting points. Y2</li> <li>• Choose sounds which create an effect. Y2</li> <li>• Create short, rhythmic phrases. Y2</li> </ul> <p><u>Transcribe music</u></p> <ul style="list-style-type: none"> <li>• Use symbols to represent sounds. Y2</li> </ul> <p><u>Describe music</u></p> <ul style="list-style-type: none"> <li>• Identify the beat of a tune. Y1/Y2</li> </ul>

**Year 1 and Year 2**

	<ul style="list-style-type: none"><li>• Identify the beat of a tune. Y1/Y2</li><li>• Recognise changes in timbre, dynamics and pitch. Y2</li></ul>		<ul style="list-style-type: none"><li>• Recognise changes in timbre, dynamics and pitch. Y2</li><li>• Improve my own work. Y2</li></ul>
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**PE**

National Curriculum	Chris Quigley	Y1	Y2
<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Y1/Y2</li> <li>• Participate in team games, developing simple tactics for attacking and defending. Y1/Y2</li> <li>• Perform dances using simple movement patterns. Y1/Y2</li> </ul>	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Use the terms ‘opponent’ and ‘team-mate’. Y2</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination. Y1/Y2</li> <li>• Develop tactics. Y2</li> <li>• Lead others when appropriate. Y2</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Copy and remember moves and positions. Y1/Y2</li> <li>• Move with careful control and coordination. Y2</li> <li>• Link two or more actions to perform a sequence. Y1/Y2</li> <li>• Choose movements to communicate a mood, feeling or idea. Y2</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Copy and remember actions. Y1/Y2</li> <li>• Move with some control and awareness of space. Y1</li> <li>• Link two or more actions to make a sequence. Y2</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow). Y1/Y2</li> </ul>	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Throw underarm. Y1</li> <li>• Hit a ball with a bat. Y1</li> <li>• Move and stop safely. Y1</li> <li>• Throw and catch with both hands. Y1</li> <li>• Throw and kick in different ways. Y1</li> <li>• Follow rules. Y1/Y2</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Move to music. Y1</li> <li>• Copy dance moves. Y1</li> <li>• Perform my own dance moves. Y1</li> <li>• Make up a short dance. Y1</li> <li>• Move safely in a space. Y1</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Copy actions. Y1</li> <li>• Make my body curled, tense, stretched and relaxed. Y1</li> <li>• Control my body when travelling and balancing. Y1</li> <li>• Copy sequences and repeat them. Y1</li> <li>• Roll, curl, travel and balance in different ways. Y1/Y2</li> <li>• Use equipment safely. Y1/Y2</li> </ul>	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination. Y2</li> <li>• Develop tactics in a game. Y2</li> <li>• Use the terms ‘opponent’ and ‘team-mate’. Y2</li> <li>• Lead others when appropriate. Y2</li> <li>• Follow rules. Y1/Y2</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Copy and remember actions. Y2</li> <li>• Change rhythm, speed, level and direction in my dance. Y2</li> <li>• Dance with control and coordination. Y2</li> <li>• Make a sequence by linking sections together. Y2</li> <li>• Use dance to show a mood or feeling. Y2</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Copy and remember actions. Y2</li> <li>• Plan and perform a sequence of movements. Y2</li> <li>• Think of more than one way to create a sequence which follows some ‘rules’. Y2</li> <li>• Roll, curl, travel and balance in different ways. Y1/Y2</li> </ul>

**Year 1 and Year 2**

	<ul style="list-style-type: none"><li>• Travel by rolling forwards, backwards and sideways. Y1/Y2</li><li>• Hold a position whilst balancing on different points of the body. Y2</li><li>• Climb safely on equipment. Y1/Y2</li><li>• Stretch and curl to develop flexibility. Y1/Y2</li><li>• Jump in a variety of ways and land with increasing control and balance. Y1/Y2</li></ul>		<ul style="list-style-type: none"><li>• Hold a position whilst balancing on different points of the body. Y2</li><li>• Work on my own and with a partner. Y2</li><li>• Improve my sequence based on feedback. Y2</li><li>• Use equipment safely. Y1/Y2</li></ul>
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## Year 1 and Year 2

### Computing

National Curriculum	Chris Quigley	Y1	Y2
<ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Y1/Y2</li> <li>• Create and debug simple programs. Y2</li> <li>• Use logical reasoning to predict the behaviour of simple programs. Y2</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Y1/Y2</li> <li>• Recognise common uses of information technology beyond school. Y2</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Y1/Y2</li> </ul>	<p><u>Coding</u></p> <ul style="list-style-type: none"> <li>• Control motion by specifying the number of steps to travel, direction and turn. Y1/Y2</li> <li>• Add text strings, show and hide objects and change the features of an object. Y1/Y2</li> <li>• Select sounds and control when they are heard, their duration and volume. Y1/Y2</li> <li>• Control when drawings appear and set the pen colour, size and shape. Y1/Y2</li> <li>• Specify user inputs (such as clicks) to control events. Y1/Y2</li> <li>• Specify the nature of events (such as a single event or a loop). Y1/Y2</li> <li>• Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). Y1/Y2</li> </ul> <p><u>Connect</u></p> <ul style="list-style-type: none"> <li>• Participate in class social media accounts. Y1/Y2</li> <li>• Understand online risks and the age rules for sites. Y1/Y2</li> </ul> <p><u>Communicate</u></p>	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> <li>• Create a series of instructions. Y1</li> <li>• Plan a journey for a programmable toy. Y1</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• Create digital content. Y1</li> <li>• Store digital content. Y1</li> <li>• Retrieve digital content. Y1</li> <li>• Use a web site. Y1</li> <li>• Use a camera. Y1</li> <li>• Record sound and play back. Y1</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• Use technology safely. Y1/Y2</li> <li>• Keep personal information private. Y1/Y2</li> <li>• Participate in class social media accounts. Y1/Y2</li> <li>• Understand online risks and the age rules for sites. Y1/Y2</li> <li>• Use a range of applications and devices in order to communicate ideas, work and messages. Y1/Y2</li> </ul>	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> <li>• Use a range of instructions (e.g. direction, angles, turns). Y2</li> <li>• Test and amend a set of instructions. Y2</li> <li>• Find errors and amend. (debug) Y2</li> <li>• Write a simple program and test it. Y2</li> <li>• Predict what the outcome of a simple program will be (logical reasoning). Y2</li> <li>• Understand that algorithms are used on digital devices. Y2</li> <li>• Understand that programs require precise instructions. Y2</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• Organise digital content. Y2</li> <li>• Retrieve and manipulate digital content. Y2</li> <li>• Navigate the web to complete simple searches. Y2</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• Use technology safely. Y1/Y2</li> <li>• Use technology respectfully. Y1/Y2</li> <li>• Keep personal information private. Y1/Y2</li> <li>• Participate in class social media accounts. Y1/Y2</li> </ul>

**Year 1 and Year 2**

	<ul style="list-style-type: none"><li>• Use a range of applications and devices in order to communicate ideas, work and messages. Y1/Y2</li></ul> <p><u>Collect</u></p> <ul style="list-style-type: none"><li>• Use simple databases to record information in areas across the curriculum. Y1/Y2</li></ul>		<ul style="list-style-type: none"><li>• Understand online risks and the age rules for sites. Y1/Y2</li><li>• Use a range of applications and devices in order to communicate ideas, work and messages. Y1/Y2</li><li>• Know how technology is used in school and outside of school. Y2</li></ul>
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**Year 1 and Year 2**

**RE**

National Curriculum	Chris Quigley	Y1	Y2
<ul style="list-style-type: none"> <li>• Beliefs and Practices</li> <li>• Identity and Values</li> <li>• Meaning and Purpose</li> </ul>	<p><u>Understand beliefs and teachings</u></p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul> <p><u>Understand practices and lifestyles</u></p> <ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul> <p><u>Understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning of some religious symbols.</li> </ul> <p><u>Reflect</u></p> <ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Ask questions about puzzling aspects of life.</li> </ul> <p><u>Understand values</u></p> <ul style="list-style-type: none"> <li>• Identify how they have to make their own choices in life.</li> </ul>	<p><u>Beliefs and Practices</u></p> <ul style="list-style-type: none"> <li>• name some beliefs of two different faiths</li> <li>• recognise beliefs that are the same for different faiths</li> <li>• retell a faith story</li> <li>• know which faith a story comes from</li> <li>• name the holy books of different faiths</li> <li>• name some religious festivals and celebrations</li> <li>• describe and explain some traditions linked to religious festivals</li> <li>• compare similarities and differences in religious festivals</li> <li>• name different parts and important artefacts in a place of worship</li> <li>• describe how the building and its artefacts are used in different ways</li> <li>• explain how a person shows religion in their life</li> </ul> <p><u>Identity and Values</u></p> <p><u>Meaning and Purpose</u></p>	<p><u>Beliefs and Practices</u></p> <p><u>Identity and Values</u></p> <p><u>Meaning and Purpose</u></p>

**Year 1 and Year 2**

	<ul style="list-style-type: none"><li>• Explain how actions affect others.</li><li>• Show an understanding of the term 'morals'.</li></ul>		
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